

ANNUAL REVIEW OF GRANT GIVING 2018



BFSS

BRITISH & FOREIGN SCHOOL SOCIETY
Educational Opportunity for All

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About the British & Foreign School Society

The British & Foreign School Society is an educational grant-giving charity founded in 1808 to carry on the work of Joseph Lancaster, a pioneer of school and teacher education. Today the Society builds on its heritage by giving grants of around £1 million each year for education projects in the UK and around the world.

Mission and Objectives

BFSS seeks to achieve its vision of educational opportunity for all by providing funding and support to UK-based charities for educational projects taking place in the UK and in overseas countries. The objectives of BFSS' grant giving are to widen educational access and opportunity and raise achievement, recognising that access on its own does not necessarily deliver effective learning.

Priorities

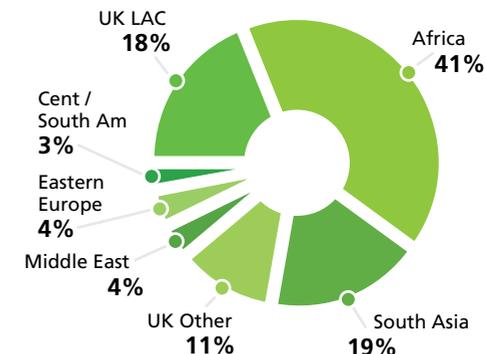
We particularly welcome grant applications for educational projects that support disadvantaged children and young people experiencing poverty or who are suffering from conflict, natural disaster, neglect, abuse or other especially difficult circumstances. Within these broad parameters we have a particular, but not exclusive, interest in girls' education, street and/or working children, educational recovery post-conflict or post-disaster, and in the UK looked after children and refugee children.

The Society welcomes grant applications in these areas which are responsive to the broader well-being of disadvantaged children and young people and the fulfilment of their rights.

Grant Giving 2018

In 2018 BFSS awarded new grants of just over £960,000 spread over 37 new projects, 16 existing projects and including 5 new projects in the looked after children programme. In addition, a further 40 projects were completed within the year, with the delivery of the final project report.

The pie chart shows 2018 grants by geographical region.



Impact and Evaluation

BFSS looks to achieve best possible results from its grants, and for evidence that projects will achieve positive and sustainable change and give value for money. Projects are self-evaluated with applicants identifying four major outcomes against which they are asked to report.

Building Capacity of Charities

BFSS is keen to contribute to learning within the sector. One of the ways this is achieved is through our annual Grants Workshop in November each year, where our grant recipients get together to share good practice and address current issues.

BFSS Future Strategy

Looking ahead, BFSS will continue to focus on priority and emerging issues which impact access to education and educational achievement for children and young people, both in the UK and overseas. In 2019 BFSS will continue its new initiative to support looked after children in the UK, whilst continuing to fund a range of transformative projects overseas. We believe part of our charitable work is in understanding and sharing the impact of our work and in supporting the development of our grant recipients.

We are proud to be a membership organisation and welcome new applications – see page 16 for more information.

Foreword from the President

The work of the British and Foreign School Society transforms the lives of disadvantaged children and young people in the UK and across the world. Through its grant-funding support, every year the Society supports people who use their skill, imagination and passion to widen access and raise educational attainment for some of the most marginalised and disadvantaged children and young people.

This Review is about just some of these projects and gives an insight into the ways in which BFSS grants supported the work of charities and individuals across the world and in the UK during 2018. The BFSS continues to focus on well-established priorities, one of which is to help rebuild education in conflict-affected areas, and there are two excellent examples of this work in the Review – the Pahar Trust working in Nepal, where BFSS has supported many projects, and Children in Crisis working in the Democratic Republic of Congo.

The Society constantly reviews these priorities, and in 2017 therefore introduced new funding to support looked after children in the UK. Those projects are now beginning to come through, and so BFSS is proud to include the work of Hull Children's University, working to develop literacy skills for looked after children. I look forward to more projects which support this critical need.

Equally, the Review demonstrates the importance to the Society of place, heritage and tradition. In 1844 the people of Bratton in Wiltshire worked together to set up a school to improve the lives and opportunities of their young people. Over 170 years later, the BFSS manages the assets of that group, and works with the Wiltshire Community Foundation to make sure it continues to support young people of the area.

From early in its history, the Society has looked outwards, and accepted a responsibility to support education

for the disadvantaged wherever it is found. This Review alone includes projects from Niger, Lebanon, Cambodia, Nepal, Kenya, Ethiopia, and the Democratic Republic of Congo, and reflects only a selection of the countries where the Society's grant recipients work. But the themes remain the same as ever – helping to improve the lives of the most vulnerable. In Kenya, ChallengeAid has helped hundreds of young people living in urban informal slum settlements who may not be able to attend school, offering a complementary and alternative form of schooling. In the Bekaa Valley in the Lebanon, Children on the Edge have been providing education, vocational training and psychosocial support for 500 refugee children.

Once more this year has demonstrated the Society's commitment to building capacity in the educational Charity sector, sharing learning and experience with its annual Impact Analysis, and once again running its highly successful Grants Workshop, which brings together 50 grantee organisations to explore and share best practice in project design, evaluation and reporting.

I hope you enjoy this Annual Review. It demonstrates the very real difference that BFSS grants are making to the lives of vulnerable young people in the UK and across the world.



RT HON DAVID LAMMY MP

A handwritten signature in black ink, appearing to be 'DL' or similar initials.

- The Letterbox Club supports the education of children living in care to reduce the long inequality they face.
- £48,274 grant for 2-year project.



Child opening a Letterbox parcel.

Hull Children's University

Letterbox Club is a literacy and numeracy programme that provides children aged 7-11 who are living in care and have fallen behind in education with literacy and numeracy support to close the gap between their chronological age and their reading age.

Each month, the children receive a Letterbox Parcel containing books and educational materials to support literacy and numeracy. A Letterbox Coordinator works with them, on a one-to-one basis, to teach them to use the materials in and outside of school. This ensures the materials are used to maximum benefit, helping the children use materials effectively and develop independent learning skills.

The child keeps the parcels and are encouraged to use them on an individual basis at home, further reinforcing independent learning.

Planned outcomes:

- Improved reading age and reduced gap between reading and chronological age.
- Improved confidence and enjoyment of reading.
- Improved SATS results and long term, GCSE results.
- Reduced inequality in long term outcomes of children living in care.

www.hullchildrensuniversity.com



- Child-friendly education for at risk, out-of-school refugee children living in Bekaa Valley, Lebanon.
- £25,000 grant for 1-year project.

A Syrian teacher and his class in a tent school.

Children on the Edge

Children on the Edge makes a difference for thousands of marginalised children, who are living on the edge of their societies around the world.

The informal education programme in Lebanon has been running for three years. Four tented schools were set up, alongside a community centre, where up to 500 children have access to education, vocational training and psychosocial support. Syrian refugees are being trained to teach, empowering them to be leaders and change makers within their communities.

Evaluation has shown that children's academic achievement is very high, with exam pass rates remaining consistent at over 90% each year. The innovative programme, mixing academic subjects with creative activities and vocational subjects, helps to better prepare children for their uncertain futures.

Planned Outcomes:

- Children feel safe and secure and able to begin to deal with and recover from the trauma of war.
- Children gain useful knowledge and skills which will better prepare them for the future.
- Syrian refugees gain valuable knowledge and skills and are able to provide an income for their families.
- Parents have an improved understanding of the value of education and increased involvement in their children's learning.

www.childrenontheedge.org



- Anti-Slavery International and BFSS educate the children of people who escaped traditional slavery in Niger.
- £50,778 grant for 3-year project.

Children attending a BFSS-funded school.

Anti-Slavery International

Niger is one of the poorest countries in the world, where some people are still born into slavery and owned by their masters. Anti-Slavery International, together with local partner Timidria, have established independent villages for people leaving slavery. BFSS has provided funding towards three schools (at present the State of Niger pays the teachers' salaries), securing formal, high-quality education for communities that have never had access to it in the past, and community liaison workers, who educate people about their rights and the importance of education for their children, especially girls and encourage them to enrol them in school. These 'animatrices' also work with the schools to establish Children's Councils so that the children can have a say in how their schools are run.

The aim is to ensure that all children in the villages attend school; to give them the best chance of a free, prosperous future.

Planned outcomes:

- All children living within 5km of these three communities – girls and boys – regularly attend school.
- Training sessions organised by the animatrices in gender equality and advocacy. In the first year of the project all villages adopted a declaration on the abandonment of child marriage.
- For the State of Niger to fully take over the running of the schools, to ensure they continue to flourish and give future generations of children the chance for a high-quality education.
- To support more community members with escaping slavery.

www.antislavery.org

- Enabling disadvantaged young people in Wiltshire to access vocational training and providing much-needed specialist educational support.
- £4,000 per year provided on an ongoing basis.



An equine therapy session taking place.

Wiltshire Community Foundation (WCF) Education Grants

WCF Education Grants enable disadvantaged young people in Wiltshire to access vocational training or provides much-needed specialist educational support, resources or equine therapy for young people with a disability or additional learning needs. The BFSS has kindly supported this programme since 2014, helping 19 individuals over this period.

In 2017/18, five individuals ranging in age from 10 to 19 were supported.

Two young people, from low-income families, were awarded vocational grants which enabled them to purchase equipment and materials and pay towards the cost of transport to and from college. Three school-age children with additional learning needs were awarded education support grants towards specialist equipment, equine and behavioural therapy.

"My Mother is severely disabled and I am her full-time carer. Without this grant I would have been unable to go to college. The grant has helped cover the costs of my transport to and from college and enabled me to purchase a laptop and textbooks so I am able to complete my assignments at home when caring for my Mother. The grant is helping me reach my potential and I want to do as well as I can as my ambition is to go on to university."

Grant beneficiary's comments.

www.wiltshirecf.org.uk



A teacher uses concrete materials to teach her students a Maths lesson.

- Improving Cambodian teachers' skills and confidence to improve quality of teaching in classrooms and student learning outcomes.
- £60,000 grant for 3-year project.

SeeBeyondBorders

SeeBeyondBorders' Quality Teaching programme aims to improve the quality of teaching and learning in rural Cambodian primary schools.

The BFSS grant has enabled expansion of activities into a new district in North West Cambodia. The project provides professional development training workshops over 3 years for 116 teachers, with 31 of them being trained as mentors, so they can coach and support their peers to improve daily classroom practices.

Teachers are provided with advice and support so that they can implement the programme effectively and provide students with the best learning outcomes, also helping to reduce student dropout rates.

Planned outcomes:

- Teachers demonstrate improved skills (measured against a comprehensive skills scale).
- Student learning outcomes improve (measured through end-of-year assessments).
- Mentors observe, support and improve teaching delivery (measured against a skills scale).

www.seebeyondborders.org



- Providing a safe, warm and engaging school building for early years education in Nepal.
- £29,175 grant for 18-month project.

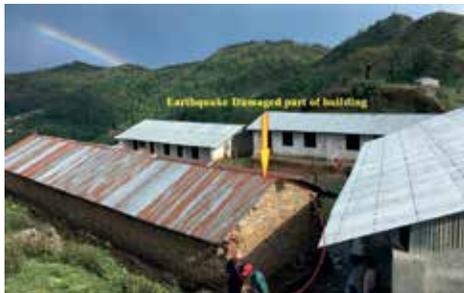
Phalamkhani school completed re-build.

Pahar Trust

The village of Phalamkhani is located in the Parbat District of Nepal at an elevation of around 2200m. The name 'Phalamkhani' translates to mean 'Iron Mine', as the mountain the village is built on is a rich source of iron ore and was actively mined for many years. The community is almost entirely made up of Dalits who are in the lowest caste of Nepali culture. Phalamkhani schools provides education from Early Childhood Development (ECD) to Year 8 and has around 120 students (71 girls).

The ECD (Nursery) building at the school was very old with a leaking roof and mud floor. In the earthquake of 2015 the building was also badly damaged making it potentially unsafe. However due to a lack of space within the school the rooms were still used for nursery care which was not suitable for pre-school children.

"We have already seen an improvement in attendance and attainment at the school."
Chairman, Pahar Trust Nepal.



Damaged part of building.

The funding provided by BFSS enabled Pahar Trust Nepal (PTN) to provide a new 3-room building to replace the damaged structure and improve the learning environment for these students.

The new, earthquake resilient building was designed to include a solid floor with carpet and a suspended ceiling to improve insulation as it is cold in the Nepali winter at this altitude. PTN also provided new furniture and teaching resources to create a vibrant and comfortable learning environment. It is a requirement of all communities that PTN work with to provide a contribution towards the cost of construction which can be provided through materials, labour or cash donations.

Outputs achieved:

- Site visit arranged to meet with the community, review the current situation and agree options for support.
- New school designed and costed by our team of experienced structural engineers.
- Work started in December 2017 and was completed in June 2018 and the project was delivered successfully within budget and timeframes (despite heavy monsoon rains washing out the main access road, which had to be rebuilt by the PTN team).
- The school was in full-time use from June 2018 and was officially opened in November 2018.
- Phalamkhani has also become a 'Life Member' of PTN to continue to work with the Trust improve the education provision for all pupils.

Ensuring full engagement and commitment of the wider community before, during and beyond construction has been vital for the success of this and other projects.

The dedicated PTN NGO team in Pokhara is a significant benefit to the work. Having operated in Nepal for 25 years, the PTN team is highly experienced in the delivery of construction projects within the country and provides high-quality project management – ensuring clear channels of communication and transparency regarding project performance, finance and success.



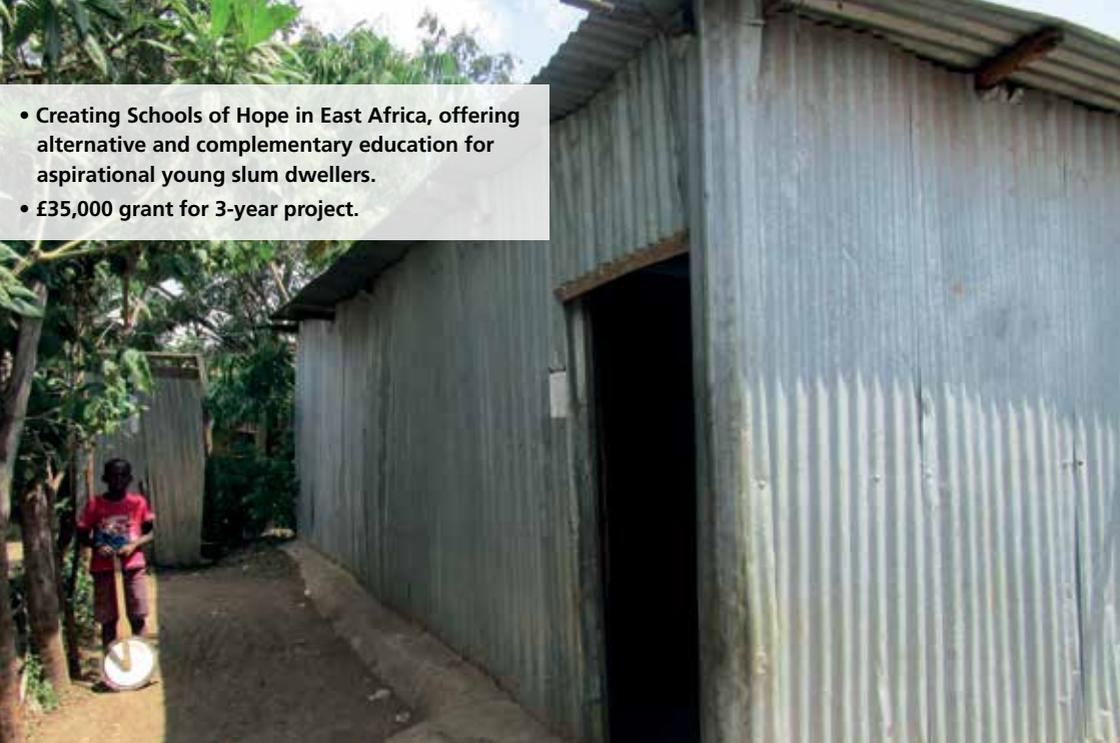
Completed rebuild.

Outcomes:

- For the academic year 2017/18 the school recorded an increase in the measures* below against 2016/17:
 - average student attendance increased from 65% to 75%.
 - average teacher attendance increased from 90% to 95%.
 - the average marks in Grade 8 exams increased from 87% to 92%.
- PTN has recently set up a friendship link between Phalamkhani School and Rushbury CE Primary School in the UK.
- The school is also used by local groups for activities outside of school hours, including a local 'Women's Group', youth club and as a community meeting space.

www.pahar-trust.org

* Figures to be verified by PTN.



- Creating Schools of Hope in East Africa, offering alternative and complementary education for aspirational young slum dwellers.
- £35,000 grant for 3-year project.

Madoya SoH in Mathare informal Slum Settlement.

ChallengeAid

ChallengeAid promotes health and fitness throughout the UK. The object of charitable giving is to create Schools of Hope (SoH), or homework clubs for aspirational young people living in urban informal slum settlements who may not be able to attend school during the day due to family or work commitments. These centres of learning, in East Africa, offer a complementary and alternative form of schooling, as well as a unique long-term sustainable solution to the provision of education that does not create a culture of dependency.

Children in the informal slum settlements struggle without SoH's due to poor teacher training in the Government schools, intolerable teacher-pupil ratios often at 70 – 100 pupils in a class with limited meaningful teaching resources. The cost of secondary education often makes it impossible for parents to send their children to school.

“The School of Hope provide a perfect solution to the problems we are faced with in our community. If ChallengeAid stops operating tomorrow this community cannot afford to allow our School of Hope to come to an end.”

John Ndujire – Chair of a SoH.

“School of hope activities give us experiences that we never dreamed we could have as well as success with our studies.”

An 11-year-old boy.

Pupils and communities can see the benefits of a SoH programme. The success of the pupils means that more young people want to participate so that they can achieve success and adjoining communities want their own SoH. The demand grows.

This brings with it added challenges such as having to supplement the books when there are large numbers of pupils often having to work in two shifts. The burden of a wide reaching co-curricular programme is not easy for volunteer supervisors and as a consequence, it is believed that each SoH probably requires at least four supervisors per SoH.

Outputs achieved:

- In the five Schools of Hope, over 70 children attend on a night by night basis, surpassing our target number of more than 50.
- We have achieved the placement of 20 supervisors in the five SoH against a target of at least 10.
- All five SoH have set up sporting teams with soccer, rugby, cricket and volleyball, senior and junior boys' and girls' teams.
- Additionally, debating and chess sessions have taken place each month.
- A life skill programme specifically designed for children living in the informal slum settlements has been delivered at least twice a month.

“My friend did well with her exams. I want to be as successful as her.”

A 14-year-old girl.

The SoH programmes continues to succeed because of its history of success and outcomes and a positive buy-in from all the stakeholders and beneficiaries within the communities such as pupils, parents, supervisors, community leaders and former pupils who return to act as supervisors who give back.



Happy pupils after revision on Saturday afternoon & preparation for "Mathare's got Talent" Festival.

Outcomes:

- 90% of children transition from primary to secondary. 90% of students leaving after their secondary exam go on to higher education, training courses or full-time employment. 33% of pupils taking KCSE achieved a university qualification.
- The additional supervisors allow children more supervision, more organisation and more contact time.
- Music and drama sessions are held each month and culminates with an end of year festival.
- Two chess players from one SoH reached the final of a national competition on national TV.

www.challengeaid.org



Investing in Teachers, Investing in Futures: Transforming teaching and learning approaches in Ethiopia.
£30,000 grant for 2-year project.

Right to Play project, Ethiopia

Right to Play

This project aimed to build the capacity of teachers in Wuchale district, Ethiopia, to deliver high quality, child-centred, active teaching methods. Teachers in this region lack the skills to engage children in quality learning, and have limited access to professional development to improve their own expertise. Teaching practices are in desperate need of improvement to ensure better educational achievement and opportunities for children.

The project was designed with the view that an improved cadre of teaching professionals can contribute to improvements in children's life skills, learning outcomes and educational attainment.

Over 300 teachers from 21 primary schools were trained in recognised child-friendly, participatory, play-based learning approaches through an ongoing in-service training program undertaken over two years.

"I have gained knowledge and skills on how to use sport and play, to develop children's life skills, and teaching subject matters while playing. I have enjoyed teaching since I was trained in the methodology."
Teacher.

Additionally, over 40 government district education officials were trained to support teachers in the use of these approaches during and beyond the life of the project. This ensured teachers could be mentored in both the short and long term, which is a crucial component of capacity-building and will help ensure sustainability of project activities.

Outputs achieved:

- Over two years the project supported more than 300 teachers and over 40 government education officials, who in turn worked with 16,000 children aged 4-14 years.
- Engagement of community-level secondary influencers (parents, caregivers, teachers, community and religious leaders), supporting the types of change the project aimed to deliver for teachers and children.
- Strong levels of engagement with the government district education officers, strengthening the project's long-term sustainability.
- Teacher trainers have integrated these approaches into their programmes and now have manuals and materials to help deliver training in play-based learning to pre-service teachers. This will reach up to 6,000 prospective teachers in 2020, and reinforces the work conducted with in-service teachers across the 16 schools through the project.

Positive feedback from teachers and students indicated that both parties enjoyed the activities.

The teachers were easily motivated to teach and contribute to play-based learning. As they improved their understanding and use of play-based learning, they were able to identify benefits from these changes.

Children also benefited from regular participation in play-based learning activities delivered inside and outside the classroom. This resulted in an increased engagement in learning and enjoyment of attending school, and had a positive effect on people in the community – helping to improve children's life skills and educational outcomes.



Children in a classroom redesigned to create child-friendly positive learning environment.

Outcomes:

- All teachers increased their knowledge of child-centred, play-based methods.
- External assessment of teacher performance demonstrated high levels of teachers integrating these approaches into their teaching practices.
- By project completion, teachers' creation of physically safe learning spaces increased by 36%, encouragement towards children during lessons increased by 39% and behaviour management of children improved by 45%.
- Over 2 years children's participation in the classroom increased by 42%, while 79% of children engaged in the project were identified as having passed required life skill levels in areas such as positive values, social competencies and commitment to learning.

www.righttoplay.org.uk



- Improving accessibility and quality of education in isolated, low-resource schools in the Democratic Republic of Congo.
- A £29,994 grant for 2-year project.

The students at Complexe Scolaire Lumiere with their healthy herd of goats; several of the goats became pregnant and the herd has increased considerably.

Street Child

(Through its subsidiary partner Children in Crisis)

The South Kivu Plateau is an extremely remote, isolated region in eastern Democratic Republic of Congo (DRC). Poverty is the major barrier to education, forcing children to drop out of school to support their families. Children's education is also affected by teachers' low motivation and poor retention due to irregular and insufficient salaries.

The Rural Schools Enterprise project aims to teach entrepreneurial skills to young people, strengthening teacher motivation and generate sustainable income for low-resource schools. The 2-year pilot phase consisted of activities such as livestock farming and mobile phone credit sales. Each enterprise was provided with a \$500 start-up fund. Some enterprises are now reinvesting profits to expand and set up new schemes.

Outputs achieved:

- During the BFSS-funded pilot project, 13 school enterprises were established.
- Training workshops on the establishment and running of enterprises were delivered, including an intensive introduction to the 'Teach a Man to Fish' (TAMTF) methodology.
- Based on the success of the pilot project, additional funding from another donor toward a second phase of the project has been secured (2018/19).

All 13 of the pilot phase enterprises have seen profits which have been used as intended; towards the purchase of books and educational materials, maintenance of school premises, teacher salaries, financial help for students and re-investments towards income-generating activities.



Pig rearing at Institut Mikenge where they grew their farm from 3 to 30 pigs by the end of the pilot project.

Outcomes:

- 5 schools have been able to support vulnerable students with the profits.
- Data taken from five of the pilot schools shows that enrolment has increased in 80% of the schools.
- All headteachers report significant benefits to their schools and a positive impact on relations between the school, parents and the surrounding communities.
- Students involved in the enterprises have started their own commercial activities, have gained entrepreneurial and transferable skills, and wish to establish their own enterprises to increase their families' income.
- Parents of the students involved in the school enterprises feel that the weight of financial responsibility has been lessened.

A key reason for success has been the support and involvement of parents and the entire community. The headteachers of all schools reported a positive impact on relations between the school and the surrounding communities. This is significant in the High Plateau region of South Kivu where the majority of schools are not government-funded and only operate thanks to parents' contributions and community support.

"I have two brothers and five sisters. I lost my father last year, so now I have had to turn to other relatives to help me pay the school fees. I have been selling phone credit under my own initiative. I buy it at 600 FRC and sell it at 700 FRC. It's not a very big profit but it's enough to pay for the stationery I need for school. As vice-president of the school enterprise, my job is to coordinate the activities of the other students. When I leave school I hope to be a primary school teacher."

Paul (18 years old) 6th year student.



A sheep-rearing project at Institut Marango – one of the most successful school enterprises.

www.street-child.co.uk
www.childrenincrisis.org

Interested in applying for a BFSS grant?

BFSS supports small and medium sized charities with grants to widen educational access and raise achievement for disadvantaged children and young people up to the age of 25 in the UK and across the world.

For further information about the criteria and deadlines, as well as the online application form, please visit www.bfss.org.uk/grants.

Enquiries: If you have any grant queries please email grantsmanager@bfss.org.uk.

Interested in becoming a BFSS Member?

Being a member of the BFSS provides an opportunity to participate in a community of interest. Members join with like-minded people who have a passion to help improve the educational opportunity of the most disadvantaged young people in the UK and across the world.

Members have access to regular updates and our publications about the work of the Society and are invited to attend our Annual General Meeting and Grant Workshop. They have a formal role in nominating and electing from the membership the Councillors and Officers of the Society. They also have the opportunity to help drive the direction, strategy and operation of the BFSS.

Individual members

The BFSS is proud to be a Membership organisation and welcomes and encourages applications from people who would like to join. If you would like to apply to become a Member please visit: www.bfss.org.uk/about-us/membership for more information and the application form.

Organisational members

Organisations are invited to apply for membership when they have delivered their third successful project under a BFSS grant.

Want to know more about the BFSS?

If you would like to keep in touch with the BFSS and learn more about what we and our partners are doing, please follow us on:

 : @BFSSGrants

 : @BFSSCharity

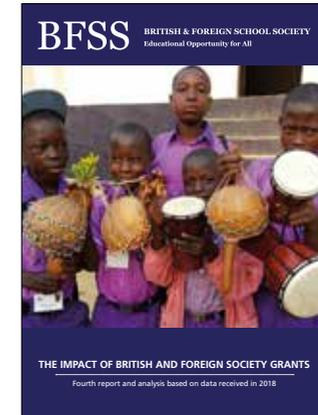
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BFSS Publications

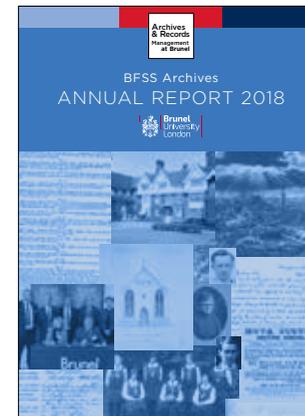
During 2018, BFSS published the following which can be accessed at: www.bfss.org.uk/publications



BFSS Annual Review of Grant-Giving 2017
Case studies of grants made by BFSS in 2017 which are helping to transform the lives of disadvantaged children and young people.



An Analysis of British and Foreign School Society Grants and Their Impact 2018
This report, written by Society Member and Councillor Professor Joy Palmer Cooper, provides an overview of the successes and impact of 40 separate projects which benefited from BFSS grants over a period of twelve months, concluding in December 2018.



BFSS Archives Annual Report 2018
The fifth annual report by Brunel University following the gift of the BFSS Archive to the University.



BFSS Annual Report 2018
The latest Annual Report of the Society, detailing its activities, income and expenditure throughout 2018.

